

ECEAP Directors Webinar

May 20, 2014



Nicole Rose welcomed participants at 10:00 AM.

Agenda

- Contract Changes
- Fiscal Reviews
- Portable Background Checks
- ECEAP WAC and Performance Standards
- ELMS
- Preschool Expansion – State and Federal
- Early Achievers



Additional topics:

Joyce Kilmer will review the ELMS release that came out last.

We will talk about the coach role in ECEAP.

ECEAP Contract Changes

- Fire Marshal Inspection
 - All ECEAP sites must complete a fire marshal inspection
- Staff compensation data
 - Submit data by October 1
- Eligibility and enrollment training
 - Staff responsible for enrolling families must complete this training, developed by DEL



We are still in the process of updating the ECEAP contract for 2014-15. Some examples of known contract changes include:

Fire Marshal Inspection

- DEL will not require a full licensing process for full-day ECEAP sites. All ECEAP sites must pass a state fire marshal inspection.
- DEL will incur the cost of the fire marshal inspection. Those sites that are located in a school building and have passed an inspection within the last 6 months must submit a copy of that inspection to DEL.
- DEL will work on the process for completing the fire inspections.

Staff compensation data:

House Bill 1723, passed in 2013, requires DEL to make biennial recommendations to the legislature regarding state-funded preschool compensation rates by comparing:

- State-funded preschool compensation rates to Washington State Head Start program compensation rates.
- State-funded preschool compensation rates to compensation in similar comprehensive programs in other states.

To meet this requirement, all contractors must submit staff compensation data by October 1 on the template provided by DEL. This will allow us to make recommendations to the Legislature regarding staff compensation as well as provide data in regards to K-12 salary parity in preparation for federal preschool funding opportunities.

Eligibility and enrollment training:

Contractor staff responsible for enrolling families must complete the training, developed by DEL. This training will cover eligibility requirements for all preschool models and will ensure that all WCCC eligibility criteria for contracted slots are met. Participants will access the training online and will receive a certificate of completion.

ECEAP Contract Changes

- Early Achievers Participation Timeline:
 - All ECEAP Contractors – complete registration by June 30, 2015
 - Minimum of 75% children funded by ECEAP – Entry Level 3 by June 30, 2015
 - Minimum of 75% funded by ECEAP – Level 4 or 5 by December 31, 2015
- Use of Early Achievers data, including CLASS and ERS in quality improvement efforts



- Early Achievers Participation Timeline:
 - All ECEAP Contractors – complete registration by June 30, 2015
 - Minimum of 75% children funded by ECEAP – Entry Level 3 by June 30, 2015
 - Minimum of 75% funded by ECEAP – Level 4 or 5 by December 31, 2015.

Contractors must have a plan to use Early Achievers data including CLASS and ERS in their continuous quality improvement efforts.

ECEAP Contract Changes

- Staff Qualifications
 - Enter ECEAP lead teacher, assistant teacher and family support staff data in MERIT
- Cost allocation
 - Maintain a written plan describing use and allocation of ECEAP and other funds
- Any additional changes necessary for use of CCDF dollars



- Staff Qualifications

All ECEAP contractors must enter ECEAP lead teacher, assistant teacher and family support staff education and qualifications data in MERIT.
We expect this to be live in MERIT sometime in fall.
- Cost allocation

ECEAP contractors must maintain a written plan describing use and allocation of ECEAP and other funds.
- Any additional changes necessary for use of CCDF dollars.

DEL realizes there may be other changes because of the use of CCDF dollars. We are working with our partners to clarify what those changes will be.

Questions

Do full school day sites need to be licensed? All ECEAP sites must pass a state fire marshal inspection. DEL is currently working with our partners in licensing to update the contract with the fire marshal and make changes to site approval form. DEL will initiate the requests for inspection and will work with contractors on the timeline and process.

What is the timeline for contract amendments? DEL anticipates releasing the contract amendments in mid-June, with a due date of June 30. We realize that is a tight turn around and DEL will work with contractors on an as needed basis for the due date. Contract amendments will include the new vendor

rate of \$7,331 per slot.

If you applied for and receive expansion, the amendment will have the new slots and any rate increases associated with full school day or extended day slots.

Fiscal Reviews

- In the last six months, fiscal reviews have been completed for five contractors.
- The reviews provided DEL the opportunity to learn about the fiscal systems in place for each contractor.
 - Administrative Rate
 - Cost allocation
 - Inventory



Administrative Rate

During the fiscal review, DEL staff will look at a variety of expenditures. These include payroll, travel, equipment, general purchases, facility costs and subcontractor payments. These expenditures include those coded to administrative, program and indirect costs to determine if funds were used correctly. DEL will compare the total of the administrative and indirect costs to the total contracted amount to ensure contractors are within the 15% administrative rate allowed in the ECEAP contract.

When looking at the 15% administrative rate, we discovered the need to advise contractors that the 15% includes the administrative rate for subcontractors.

Cost Allocation

The fiscal review begins with a discussion to learn about the contractor's fiscal systems. This includes discussion about policies and procedures, internal controls and learning about the contractor's cost allocation plan. Cost allocation plans vary between contractors and can be complex. Each contractor has different funding models and apply allocation differently. They may also apply different cost allocation plans to specific types of expenditures. For instance, payroll is often allocated based on time and effort. Classroom supplies may be allocated based on the number of slots for each funding source within the classroom. The review will look to see if expenditures were allocated appropriately to ECEAP funding. Cost allocation plans must be documented in writing and follow the retention schedule in the contract.

Inventory

DEL fiscal staff will compare contractor inventory lists and purchasing documentation. DEL will look for:

- Purchase approvals from ECEAP for equipment, playground or facility improvements \$5,000 and greater
- Disposal requests approved from ECEAP
- Inventory lists accurately reflect the serial numbers, values etc. of the equipment purchased
- Ensure the inventory reflects equipment purchased in whole or part with ECEAP funds. This includes expenditures coded to Indirect Costs.

DEL also looks to see that small attractive purchases of \$300 or more are included in the inventory and that capital purchases are included.

ECEAP Portable Background Checks

- Staff with unsupervised access to children
- Estimated Timeline:
 - New contractors: July 1, 2015
 - All others: July 1, 2016
- Developing the PBC process



- All ECEAP staff who have unsupervised access to children working at new contractors will complete the DEL Portable Background Check beginning in July 1, 2015. This has been pushed back from the original target date of July 1, 2014.
- The target date for all other ECEAP staff to complete the Portable Background Check is between July 1, 2015 and July 1, 2016. Please note that DEL may not need a whole year to implement the system. DEL may use Early Achievers cohorts as one way to roll-out Portable Background Checks.
- DEL will work with the legislature during the 2015 session to update the current RCW to allow ECEAP staff who work in non-licensed facilities to complete the PBC process.
- Many ECEAP staff have already gone through the PBC process as they work in licensed facilities.
 - Will require MERIT data entry, fingerprints and payment of fees
 - Not required of ECEAP staff who have already completed PBCs through DEL licensing

The background check application process costs are:

\$12 when the background check application is completed online.

\$24 when the background check paper application is submitted to DEL for processing.

The fee for fingerprinting is:

\$43.50 for applicants who **work** in a licensed child care facility

\$42.50 for applicants who **volunteer** in a licensed child care facility.

The Portable Background Check requirement will include school district sub-contractors. It will be

required of all ECEAP staff with direct contact with children. DEL will continue to discuss ESD and school district requirements when they have their own finger print systems.

Who responsible to pay for the Portable Background Check?

At this time, ECEAP Contractors may decide if they will pass on the cost to staff.

ECEAP WAC update

- Parts of ECEAP Performance Standards Sections B and C are in WAC
- WAC revisions include:
 - Legislation passed in 2014:
 - Families involved in Child Protective Services and Family Assessment Response are eligible & prioritized
 - Title changes and additional qualification options for some job roles (standards)
 - Updated expectations about PDPs



Parts of ECEAP Performance Standards B (Enrollment and Eligibility) and C (Staffing and Human Resources) are in Washington Administrative Code (WAC).

When changes need to be made to these standards, DEL must first change the WAC through the rule making process. This requires filing formal documents, a public meeting and a comment period.

- DEL will file proposed WAC changes on May 21; they will be published in the State Register on June 4. DEL will then post information on our web-site about the proposed WAC and the comment period and process.
- DEL will hold an in-person public hearing on June 24 at the DEL state office in Olympia. People will also be able to send comments in to the DEL Rules Coordinator by email and mail.
- DEL will review any comments received and revise the WAC as appropriate.

WAC revisions include: (specifics shared during Performance Standards slide)

- Legislation passed in 2014: families involved in Child Protective Service (CPS) and Family Assessment Response Services (FAR) are eligible for and prioritized in ECEAP, *but not automatically enrolled*.
- Title changes and additional qualification options for some job roles (see standards slides)
- Streamlined Professional Development Plan (PDP) monitoring and requirements

Revised ECEAP Performance Standards

- Changes for 2014-15 school year

- Eligibility and Prioritization
- Meals and snacks
- Staff roles and qualifications
- Adult: child ratio to 1:10
- Clean-up: Guidelines, Teaching Strategies GOLD®, DECA



The 2014-15 ECEAP Performance Standards will go into effect as soon as WAC is finalized, approximately August 2014.

Section B: Eligibility and Prioritization

- Now children involved in Child Protective Services and Family Assessment Response Services are eligible and prioritized.
- Additional language and standards clarification based on contractor feedback.

Section C: Human Resources

Staff Qualifications

- Combined two standards about hiring qualified staff and PDPs into one standard
- Reduced amount of detail for PDPs and added requirement that contractors must monitor progress on PDPs
- Changes to staff qualifications:
 - Assistant Teacher:
 - Initial or higher WA State ECE certificate added
 - Family Support Staff:
 - Changed title from Specialist to staff
 - Added degree, credential or certificate from comprehensive and competency

- based program in family support
- Eliminated family support aide/health aide role – now health advocate with same qualifications as previous role

Professionals – not required to be ON staff but ECEAP contractors are required to have access to:

- Health Professional now Health Consultant, and added additional degree options for qualifications
- Dietitian now a Nutrition Consultant, with additional options for qualifications (certified nutritionist)
- Mental Health professional now Mental Health Consultant, added agency affiliated or certified counselor as additional qualification option

Meals and snack requirements will be updated. In the expansion FAQ there is clarification that full day and extended day classrooms must offer two snacks and one meal or two meals and one snack.

Section E:

Updated wording:

- Changed adult: child ratio to 1:10 to match with licensing standards
- Curriculum plans (E-5) include activities for day; use Guidelines instead of Benchmarks (to reflect current practice and expectations.
- Observation and Assessment (E-11)
 - Required use of Teaching Strategies GOLD® for assessment
 - Observation notes must go into Teaching Strategies GOLD Online ®
 - Removed DECA as required assessment

ELMS Changes

New this week:

- 1:10 adult to child ratio
- New slot distribution page (demo)



In mid-July:

- Screen changes for Part Day, Full School Day, Extended Day
- ELMS will determine which models children are eligible for.
- 100 points for children in foster care, CPS, FAR
- Additional questions about subsidized housing and parent participation in school or job training.



1:10 adult to child ratio released in ELMS this week. Will be in ELMS for 14-15 --- If there is one teacher entered in ELMS for a class, ELMS will allow enrollment up to 10 children in that class. Before the 11th child can be enrolled, an assistant teacher must be entered in ELMS. *This is a change from 1:9.*

Contractor-level ELMS users can view slots assigned to their subcontractors, sites and classes from the main Contractor page. (**Demonstrate**)

Contractors will be able to see how slots distributed by going to the locations and classes tab. You can see by subcontractor, site and classroom how slots are distributed. When you expand the view it shows the total slots, site slots and class slots. If there is an orange marker it means the contractor has slots that have not been assigned to a classroom. If you want to add unassigned slots to a classroom you can click on the blue link and it will take you to the page where you can add slots to your sites/classes/sub-contractors

The following changes are planned for mid-July:

- Many screens in ELMS will be adjusted to display information about the Part Day, Full School Day, and Extended Day ELMS models.
- ELMS will determine all ECEAP models that a child is eligible for. When a contractor completes an application it will display all of the model options the child is eligible for. The model will be listed even if a contractor doesn't offer the model. When DEL completes the change in ELMS, previously entered applications will automatically update.

- 100 priority points will be awarded to all children in foster care and in families receiving Child Protective Services (CPS) including Family Assessment Response (FAR). This applies to both 3-year-olds and 4-year-olds. When DEL completes the changes in ELMS, previously entered prioritization points will automatically update. All children in this group will get the maximum 100 points.
- There will be a few additional questions on the Child Application such as whether a family receives subsidized housing and parent participation in school or job training programs. The purpose of these is to collect data needed for federal reporting on the federal funds that will be used in ECEAP. Contractors who enter applications before the ELMS update will need to ask families the supplementary questions and enter the information into ELMS for children enrolled in full day and extended day options.

Question asked:

- If we are enrolling now is there a way to get a copy of the questions so we can revise the forms? The questions should be available in the next week or so.

Early Achievers Highlights

- 36 out of 39 ECEAP Contractors are participating in Early Achievers
- Three **Slow Rollout Cohorts**
 - **Fall Cohort # 1** = 7 contractors
 - **Winter Cohort # 2** = 13 contractors
 - **Spring Cohort #3** = 10 contractors
- Welcome kits mailed out to many contractors
- Sue Rose suzanne.rose@del.wa.gov



We currently have 36 out of 39 contractors participating in Early Achievers.

- **Slow rollout cohorts**-equals a total of 30 ECEAP contractors; this is not including the 7 ECEAP contractors that participated in the pilot.

There is still room for more contractors to participate in cohort 3. This is the last cohort available for this school year.

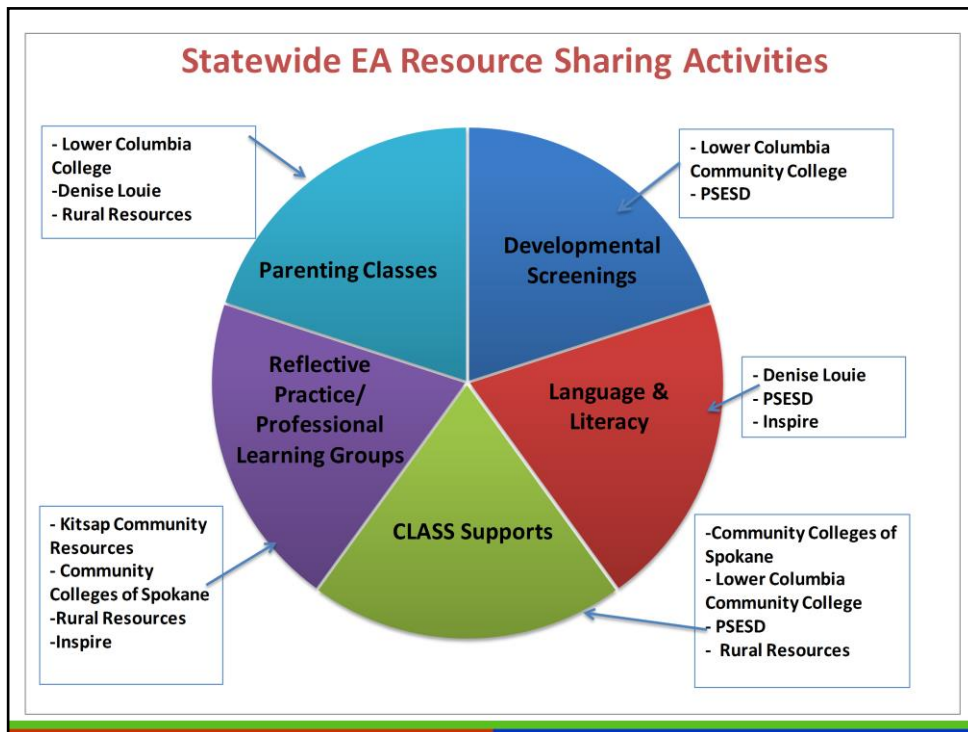
- **7 fall cohort**
- **13 winter cohort**
- **10 spring cohort**

Welcome kits mailed out to contractors include:

- All about the ERS Guide
 - All About the ITTERS Guide (if serving infants and toddlers)
 - CLASS dimensions Guide
 - Flash drive with UW training suites

These are sent out after DEL receives a signed copy of the participation agreement.

As always if you have any questions or run into any problems or if you would like to sign up contact Sue Rose at the email listed above or at 360-725-4432.



Training Resource Centers (TRCs)

7 Head Start/ECEAP programs implemented TRCs across the state. Some examples of services to child care providers include:

- Early Learning Conferences
- Parenting classes
- Peer group trainings
- CLASS observations

Some of the resource TRCs are sharing include-

- **Conferences on topics such as:**
 - Curriculum and family engagement
 - Trauma informed care
 - Overview the ASQ and learning how to refer based on results
- **Parenting classes**
 - Love and Logic
 - Parenting in recovery
 - Incredible Years
- **Peer groups**
 - Met monthly and were focused on CLASS and other early learning topics
- **CLASS observations**
 - Provided child care classrooms with practice for EA rating
- **Community Development Screening Event**
 - Held an ASQ community screening event that doctors attended.

- **Lending Library**
 - Dual language curriculum resources available at 10 sites for providers to check out.
- **Dual language**
 - Provided coaching and workshops in multiple languages and promoted cultural and linguistic competency
- **Raising a reader**
 - In child care centers, a child care aware site and a library system.
- **Share resources-** TRC's are now sharing resources. This will help to keep down the duplication of producing materials and can provide guidance for those just starting up or starting to offer a new service.

Overall:

Over 400 individuals and centers received marketing materials about TRCs

Over 100 families received parenting education

Over 665 individuals and centers received coaching and/or mentoring

Over 900 individuals attended a training, conference or resource fair

Training Resource Centers are the hub to access additional training. Licensed child care centers participating in Early Achievers can use the TRC.

Practice Based Coaching



http://depts.washington.edu/cqel/PDFs/EA_coach_framework.pdf



Three guiding principles of the Early Achievers coaching framework serve as a constant reference point for practice based coaching.

- Cultural competence
- Parallel process
- Adult resiliency

All ECEAP contractors must employ or contract with a qualified coach by June 30, 2015. If a coach is not available, DEL will work with the Contractor to develop a plan to fill the role of ECEAP Coach. Contractors may choose to affiliate with another ECEAP contractor or partner with their regional Child Care Aware office, Educational Service District or School District to fulfill this requirement. The ECEAP coach will support contractors' continuous improvement efforts through technical assistance, professional development and coaching services. Coaches will use the Early Achievers coaching framework* to support the development of specific skills and practices while focusing on performance-based outcomes.

Early Achievers Coaching is designed to provide ECEAP contractors the support and skills they need in order to prepare children for success in school. Three guiding principles of the Early Achievers coaching framework serve as a constant reference point for practiced based coaching.

Cultural competence- is composed of five essential dispositions and practices. These are:

1.Responsiveness and Reciprocity

Responsiveness means that coaches make efforts to respectfully learn about and understand

provider's cultural and linguistic backgrounds, and adjust coaching interactions to respect the needs of providers.

Reciprocity means that coaches expect and encourage back and forth exchange of information between themselves and contractors, and consider both their and providers knowledge and experience as relevant information to the coaching process.

2. Inclusiveness- This means that coaches facilitate inclusive interactions between diverse contractors, encourage and make space for multiple viewpoints, and help contractors develop a shared set of values in relationship with ECEAP goals of getting all kids ready for school.

3. Extending Leadership Competence -In terms of cultural competence, this means that coaches support opportunities for diverse voices to be heard in relation to reaching ECEAP goals, and create avenues to integrate these contributions into increased leadership for contractors both within centers and across communities.

4. Representation and Participation of Diverse People- Successfully promoting cultural competence depends upon the inclusion of a community of contractors and coaches who represent the richness of Washington's cultural and linguistic diversity.

5. Culturally and Linguistically relevant materials and trainings –This means that coaches will have access to and distribute materials in relevant languages, and enhance trainings to support inclusion of participants who speak languages other than English.

Parallel process- All members of the coaching team, from contractors to trainers, are expected to interact in respectful, culturally competent, and empowering ways. Likewise, just as contractors work in communities of practice, set goals, open up their practice to observation, and are asked to discuss constructive feedback, so too will coaches.

- *Promoting positive skills through reflective practice:*
- *Promoting a dynamic system*

Adult resiliency “Promoting Support and Empowerment”-Resiliency gives coaches a positive and helpful language to use with contractors as they work through every day stressors and challenges and promotes the freedom to recognize challenges and then move on towards the goal of preparing kids for school.

Practice Based Coaching provides coaches with a model for supporting the use of effective teaching practices and improving quality ratings and standards. This approach to coaching involves the creation of shared goals and action plans, conducting focused observations, and providing reflection and feedback within the context of collaborative partnerships.

The components of Practice Based Coaching are intended to help coaches and contractors focus their time and to ensure that they are working towards a shared goal of getting kids ready for school.

The three Practice Based Coaching components include:

1. Shared goals and action plans-The processes for *initial* goal setting and action planning and processes for *on-going* goal setting and action planning.

2. Conducting focused based observations- The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom

activities, routines, and transitions. Focused observations are guided by the established selected goals and quality improvement plans.

3. Providing reflection and feedback in the context of partnerships- focuses on the mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices); and (b) sharing feedback about implementation of support strategies and implementation of teaching practices.

What is the ECEAP Coach's Role?

- Coaches support:
 - development of specific skills and practices
 - continuous quality improvement
 - identifying goals and making plans to achieve goals
 - accessing resources to achieve goals
 - implementing quality improvement plans



The ECEAP coach will support Contractors' continuous improvement efforts through technical assistance, professional development and coaching services. Coaches will use the Early Achievers coaching framework to support the development of specific skills and practices while focusing on performance-based outcomes. An ECEAP coach provides support for ongoing continuous quality improvement, assists Contractors in identifying goals and making plans to achieve goals, accesses resources to support achievement of goals and implementing quality improvement plans.

Related areas of focus include but are not limited to:

- Engaging Interactions and Environments
 - Classroom Assessment Scoring System (CLASS)
 - Environment Rating Scale (ERS)
- Curriculum and Learning opportunities
- Family Engagement and Partnership
- Screening and Ongoing Child Assessment
- Individualized Teaching and Learning
- School Readiness
- Cultural Competence
- Instructional Leadership

ECEAP Coach Qualifications

- BA Degree in ECE or related field
- Minimum of five years working with young children in a group setting and experience as an early learning coach, consultant, mentor, or trainer
- Early Achievers Coach training completed prior to working with Contractors



Effective coaches must be able to build relationships with contractors based on mutual respect, be able to effectively deliver content related to quality improvement, possess good observation skills and the ability to recognize high quality instruction and sensitive caregiving, demonstrate strong communication skills, and have an ongoing commitment to learning.

All persons serving in the role of coach must meet the following qualifications:

- Bachelor's degree in Early Childhood Education or related field.
- A minimum of 5 years working with young children in a group setting and experience as an early learning coach, consultant, mentor or trainer.
- Early Achievers Coach training completed prior to working with Contractors.
- Same qualifications as EA coaches

DEL is continuing to look at how to best support the role of coaching in ECEAP.

Preschool Expansion

- DEL received 35 applications
- Requests 3,115 slots
- Panelists will review applications May 27-28
- Successful applicants notified week of June 9
- Contracts begin July 1
 - Services start as soon as possible, but no later than January 5



Preschool Expansion

Total new and conversion slots requested based on **35 applications: 3,115**

New slots requested: **2,551**

Conversion slots requested: **564**

Break down of slots requested

Full-day slots requested: **1,658**

New full-day slots: **1,333**

Full-day conversion: **325**

Extended full-day slots requested: **951**

New extended full-day slots: **712**

Extended full-day conversion: **239**

Part day: **504**

Of the **35 applications, 16 (45%)** are potential new contractors representing:

4 stand-alone licensed child care

4 school districts or ESDs

2 Tribes

6 Community college, Head Start or other community action agency

Panelists will review applications May 27-28

Successful applicants notified week of June 9

Contracts begin July 1

Services start as soon as possible, but no later than January 5

Federal Preschool Grants

- **FY14 Appropriations:**
 - \$250 million to support States to build, develop and expand voluntary, high-quality preschool programs for children from low- and moderate-income families.
- **Two types of grants:**
 - Development Grants: Low-capacity states with small or no state-funded preschool programs
 - Expansion Grants: High-capacity states that have a larger state-funded preschool program



The Appropriation

FY14 Appropriations: \$250 million to support States to build, develop and expand voluntary, high-quality preschool programs for children from low- and moderate-income families.

Two types of grants

- Low-capacity States with small or no State-funded preschool programs (Development Grants)
- High-capacity States that have a larger State-funded preschool program (Expansion Grants)

Washington is eligible for expansion grant

High-Quality Preschool Program means an early learning program that includes structural elements that are evidenced based and nationally-recognized (e.g., Head Start Program Performance Standards or National Institute for Early Education Research) as important for ensuring program quality, including at a minimum:

- (a) High staff qualifications, including a teacher with a bachelor degree in early childhood education or a bachelor degree in any field with a State-approved alternate pathway which may include coursework, clinical practice and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A staff-child ratio of no more than 1:10;
- (d) A class size of no more than 20;
- (e) A full-day program;

- (f) Full inclusion of children with disabilities
- (g) Developmentally appropriate, evidence-based curricula and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries comparable to kindergarten through grade twelve teaching staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) Onsite or accessible comprehensive services for children; and
- (l) Evidence-based health and safety standards.

Funding

- Funding bands based on population of four-year olds from families at 200% FPL and below
- State must identify high-need communities
- Subgrant at least 90% of funds to implement preschool services in one or more high-need community
 - Use no more than 10% for infrastructure and quality improvements

<http://www.ed.gov/blog/2014/05/public-comment-sought-for-new-preschool-development-grants-competition/>



Competition will support State efforts to:

- Develop or enhance capacity to deliver High-Quality Preschool Programs, and
- Implement and sustain High-Quality Preschool Programs for eligible children in High-Need Communities.

All States, DC and PR eligible to apply based on:

Percentage of children served in state-funded preschool, and Race to the Top – Early Learning Challenge status

Governor applies and designates a Lead Agency

Grant period: Up to four-years

Grant period (4 years)

Annual continuation awards, subject to Congressional appropriations

10 percent can be used for prof dev. Linking data p-3

Looking at monitoring through QRIS system. We are already doing things that align us.

Funding bands based on population of four-year olds from families at 200% FPL and below

State must identify high-need communities in which to concentrate their efforts

Governor applies and designates a Lead Agency

The Lead Agency must have executed with each sub-grantee a preliminary Memorandum of Understanding for school readiness

States must subgrant at least 90% of funds to implement preschool services in one or more high-need community

(1) Use up to 10% of the funds received under this grant for program infrastructure and quality improvements at the State level to build on program quality described in selection criterion (B)(4), such as—

- (a) Enhancing or expanding Early Learning and Development Standards;
- (b) Implementing Program Standards consistent with a High-Quality Preschool Program;
- (c) Conducting a needs assessment to determine available program resources;
- (d) Establishing or upgrading preschool teacher education and licensure requirements;
- (e) Improving teacher training programs;
- (f) Improving professional development programs and practices;
- (g) Linking preschool and elementary and secondary school data;
- (h) Monitoring and evaluating preschool programs such as through the use of a TQRIS;
- (i) Implementing a Comprehensive Early Learning Assessment System; and
- (j) Other activities that would enable the delivery of High-Quality Preschool Programs to Eligible Children; and

(2) Implement a system for monitoring the Subgrantees that are receiving funds under this grant to ensure they are implementing High-Quality Preschool Programs and complying with Program Standards, which may be accomplished through the use of a TQRIS, including the extent to which the State—

- (a) Has the capacity to measure preschool quality and provide performance feedback to drive continuous program improvement;
- (b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade; and
- (c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

What this Means for Washington State

- Washington is eligible for the ***Expansion Grant***
 - Up to \$70 million for expansion over the next four years
- Application process
 - Early summer: application released
 - Late summer: intent to apply due
 - Early Fall: Application due
 - Fall: Peer review awards
 - Late Fall: Announce awards



- Washington is eligible for the expansion grant.
- Up to 70 million for expansion over the next four years, up to 17.5 million per year.

Application process

- Early summer: application released
- Late summer: intent to apply due
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Upcoming Due Dates

- Teaching Strategies GOLD®
 - Finalize the Spring checkpoint three weeks before the last day of class
 - Archive, do not delete children
- June 15
 - ECEAP Self-Assessment
 - ECEAP Financial Disclosure Certification



Questions

Do we have TS GOLD due dates for next year? Dates for next year are currently being determined.

Are there TSG training dates for this coming year? We do not have dates for training in TSG yet. DEL staff will be going through the training for TSG and Creative Curriculum and will be able to provide that training.

When programs are open full year what will the TSG assessment schedule look like? If a contractor has extended day everyone would follow the same checkpoints. Eventually extended full day sites would have a fourth checkpoint to reflect year round services.

Can I access the Training Resource Center (TRC) if I am not a licensed child care? Please contact your local TRC to discuss partnership opportunities.

Where will we get Early Achievers coaching training? EA coach training is provided by the University of Washington. DEL is working on training assumptions and an implementation plan for coaching.

Is there a suggested case load for a coach? Not at this time. One contractor encouraged flexibility in caseloads for coaches.

Are you planning on doing fiscal reviews on the regular rotating review schedule? We are currently working on a plan for fiscal reviews.

Thank you for participating in call and your input into the upcoming changes.

www.del.wa.gov



Washington State Department of
Early Learning